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ABSTRACT

The study to determine ways in which the educational programs for the deaf and hard of hearing in California's public schools might be strengthened and improved was undertaken by the State Department of Education, assisted by statewide committees of teachers and administrators involved in programs for the deaf. The final report, consisting of recommended guidelines for statewide planning for the education of the deaf and severely hard of hearing, covers eight aspects of the educational program: special educational provisions, minimum essentials for preschool and elementary programs, minimum essentials for high school programs, assignment of pupils to regular classes, program of evaluation, industrial arts and vocational-technical courses, programs for pupils with additional handicaps, and policies and procedures for admission, transfer, and dismissal. (KW)

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REPORT OF THE STUDY COMMITTEE ON STATEWIDE PLANNING FOR THE EDUCATION OF THE DEAF AND SEVERELY HARD OF HEARING IN CALIFORNIA PUBLIC SCHOOLS

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty — Superintendent of Public Instruction
Sacramento, 1970

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EC 031279

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Foreword

In recent years educational specialists and others interested in the educational programs maintained by California schools for deaf and severely hard-of-hearing pupils have, with ever-increasing intensity, directed attention to the need of a study to determine ways in which the programs might be strengthened and otherwise improved. The State Department of Education has responded to this interest by initiating, conducting, and sharing the work assignments of the proposed study.

In making the proposed study, the Department has been guided, assisted, and supported by California educators, especially those with deep interest in the education of deaf and severely hard-of-hearing boys and girls, and by others with similar interest, including members of the other professions and individuals from various walks of life. The Department has therefore been able to delve deeply into the wide range of educational concepts, issues, and topics that merit special consideration. The results of the completed study, which are given in the *Report of the Study Committee on Statewide Planning for the Education of the Deaf and Severely Hard of Hearing in California Public Schools,* should provide a sound basis for making needed changes in the educational program for the deaf and severely hard of hearing.

Max Rafferty

Superintendent of Public Instruction

Preface

This publication reflects the statewide effort that has been made to identify the essential ingredients of a uniform program to improve the education of the deaf and severely hard of hearing in California public schools.

In examining the state budget for 1964-65, the Legislative Analyst recommended a joint study of the state's special education program, the purpose of which would be to redefine the responsibilities of the state, the county superintendents of schools, and the school districts in providing an adequate educational program for the deaf and severely hard-of-hearing children of school age who reside in California. It was suggested that the study be conducted jointly by the Department of Education, the Department of Finance, and the appropriate legislative committees. No provisions, however, were made for staffing or financing the proposed study.

After considerable time had elapsed, the Department of Education, unadvised as to what steps the Legislature might have planned to take, undertook the study. Although it was not possible to assign personnel full time to the study, the Department moved ahead with Phase I of the study, which was the development of "A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California."

Phase II consisted, first, of a public review of the proposed plan and the acceptance of suggestions regarding it. The plan was presented at the March, 1966, Conference of the California Speech and Hearing Association in San Diego and at the May, 1966, Convention of the Council for Exceptional Children, California Federation, in Fresno. The Department of Education next held two conferences in September – one in Burlingame and one in Los Angeles – to provide interested persons with the opportunity to offer reactions and recommendations concerning the proposed plans.

The second and probably more significant part of Phase II was the revision that was done on the proposed plan by statewide committees. More than 100 teachers and administrators of California programs for the deaf and severely hard of hearing served on these committees.

After the committees had completed their work, Phase III of the study was begun in April, 1967, when the north and south steering committees, augmented by two additional persons from day class programs, combined the north and south committee reports. The first draft of the combined report was submitted to the State Department of Education, reproduced, and distributed to all committee members. At the Council for Exceptional Children held in Bakersfield in May, the first draft was reviewed by the committee chairmen, and suggestions for revision of the draft were then made. On the basis of these suggestions, the second draft of the proposed plan was drawn up and submitted to the Department of Education.

The issuance and distribution of the second draft of the plan constituted the major part of Phase III. This draft of the plan was published by the Department of Education in 1967 as *A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California.* It was distributed statewide to teachers and administrators of programs for the deaf and severely hard of hearing, professional and lay groups interested in the education of deaf and severely hard-of-hearing children, parents and guardians of deaf and severely hard-of-hearing children, and individuals interested in program development.

Phase IV was concerned with securing the reaction of those to whom the second draft was distributed. In order to gather these reactions to the second draft, two public hearings were held – one in Oakland on March 16, 1968, and the second in Los Angeles on March 23, 1968. Persons presenting reactions to items in the second draft were asked to present their reactions in writing. A deadline date of April 5, 1968, was established to enable those who wished to mail in their reactions to do so.

Phase V of the study was concerned with studying the reactions to the second draft and incorporating the most helpful of these into a final report. The combined steering committee, which met in Sacramento on May 15-17, 1968, was assisted by a member from each committee and members of lay groups. This publication, the final report, is submitted for consideration by the State Board of Education and the Legislature.

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SECTION - 1
Special Educational Provisions

The educational program for the deaf and severely hard of hearing should make the following provisions:

- Guidance and assistance to parents of deaf and severely hard-of-hearing children of preschool age in training their children so that they may develop behavior patterns similar to those of hearing children of the same age and in providing for their children to have the experiential backgrounds they need to profit fully from their beginning school experiences
- Special instruction, beginning when the deaf and severely hard of hearing enter school, that is designed to help them acquire the communication skills essential to their success in both in-school and out-of-school activities
- Instruction designed to provide the deaf or severely hard of hearing educational opportunities comparable to and parallel with those provided for hearing pupils of the same ages
- Opportunities for the deaf and severely hard of hearing to participate in school activities with hearing children when possible and feasible
- Special help to enable the deaf and severely hard of hearing to participate successfully in regular classes

California school districts and county superintendents of schools are authorized by law to employ any of the following types of educational programs for the deaf and severely hard of hearing:

1. *Experimental programs.* Experimental programs may be maintained for children from eighteen months to three years of age (in which parental participation is essential). These programs are designed to help parents of the deaf and severely hard of hearing to begin training their children so that they will develop behavior patterns similar to those of hearing children of the same age and to provide opportunities for their children to acquire experiential backgrounds similar to those of hearing children of the same age. Prior approval is needed by the

Superintendent of Public Instruction to initiate an experimental program.

2. *Individual instruction.* Individual instruction may be provided for deaf and severely hard-of-hearing children between three and six years of age and for the children's parents when fewer than five deaf and severely hard-of-hearing children of these ages reside in an area.
3. *Special day classes.* Both regular and special instruction for the deaf and severely hard of hearing may be provided in special day classes operated on a self-contained basis for at least three-quarters of the minimum school day; or the special instruction and certain of the regular instruction may be provided in special day classes operated on an integrated basis with regular classes in which the deaf and severely hard-of-hearing pupils receive regular instruction to the extent to which they are capable of profiting fully from such instruction.
4. *Regular classes.* Instruction for the deaf and severely hard of hearing may be provided in regular classes and the pupils given the special help they need to benefit fully from the regular class instruction.
5. *State residential schools.* Instruction may be provided in state residential schools for deaf and severely hard-of-hearing pupils.
6. *Instruction provided by means other than those specified in items 1 through 5.* Means of providing instruction for the deaf and severely hard of hearing other than those specified in items 1 through 5 may be employed provided the district responsible for the instruction has the approval of the State Department of Education to do so.

Special Day Classes

Classes Operated on a Self-Contained Basis

Educational services provided at the elementary school level for the deaf and severely hard of hearing will generally be provided in special day classes on a self-contained basis. The program will be planned for the pupils to develop proficiency in using the basic communication skills – to express themselves and to interpret the expressions of others. In addition, pupils will participate in activities both in and outside the classroom that are designed to expand their range of experiences and to provide them opportunity to practice using their communication skills in meaningful situations.

The major goal for the deaf and severely hard of hearing at the elementary level is to ensure each pupil the opportunity he needs to

develop a sound language foundation. This foundation is essential to the success of the pupils both in the school program and in all of their other experiences. The emphasis on language development must be continued in all phases of the school program – all subject areas. To secure this emphasis, the instructional program must be designed so that the development of language and the acquisition of subject matter support or complement each other.

Deaf and severely hard-of-hearing pupils who are sufficiently successful in the special class that there is reason to believe they would profit from participation in certain regular classes should be considered for such assignments. However, the assignments should be made only if the results of a well-planned and thorough evaluation of the pupils' educational preparation and physical and mental abilities indicate that the pupils should profit from the instruction and experience. Probably the first assignments should be for art, games, dance, dramatics, and subjects in which the pupils have shown special aptitudes.

Classes Operated on an Integrated Basis

When a pupil has advanced in the use of communication skills and has demonstrated sufficient proficiency in the other basic subjects that there is reason to believe that he should profit from participation in a special day class on an integrated basis, he should be given the opportunity to do so.

A special day class operated on an integrated basis is one in which deaf and severely hard-of-hearing pupils receive instruction in regular classes and are provided the special help they need to profit from the instruction by a qualified teacher of the deaf and severely hard of hearing. The help may include counseling and guidance and assistance in understanding the instruction given in the regular class and in completing assignments made by the teacher of the regular class. Special materials, equipment, and transportation may also be provided.

Special day classes conducted on an integrated basis are most commonly provided for high school students, but they are also maintained in some elementary schools, although this practice is far from common.

Regular Classes

Deaf and severely hard-of-hearing pupils may be enrolled in regular classes. However, no pupil should be enrolled in a regular class for instruction until his communication skills, social competencies, and subject-matter mastery appears to be sufficiently great to ensure his success in the regular class program. Transportation, equipment, and

supplemental instruction may be provided for deaf and severely hard-of-hearing pupils who are enrolled in regular classes.

In all instances in which a deaf and severely hard-of-hearing pupil is considered for assignment to a regular class, those responsible for making the decision should review the criteria on pages 15 and 16 to determine whether there is reasonable assurance that the assignment is appropriate and that it is made in the best interest of the pupil.

SECTION - 2

Minimum Essentials for Preschool and Elementary School Programs

A district or a county superintendent of schools may initiate a program for the deaf and severely hard of hearing with one class if the age range of the children in the class does not exceed two years. However, no program should be started with one class unless there is evidence that at least two additional classes will be needed in the near future.

A standard preschool and elementary school program for the deaf and severely hard of hearing should consist of at least seven classes.

Lower grades (pupils four years, nine months to eight years, nine months of age), depending upon the pupil's academic and developmental needs, should have a minimum class size of four and a maximum class size of six. Upper grades (pupils at eight years, nine months to eleven years, nine months of age), depending upon the pupil's academic and developmental needs, should have a minimum class size of four and a maximum class size of seven.

Teacher Qualifications

Each teacher of the deaf and severely hard of hearing should have had specialized training in an approved training center for the preparation of teachers of the deaf and severely hard of hearing and should hold a California teaching credential that authorizes him to provide the required instruction.

Supervision

Every standard program for the deaf and severely hard of hearing should have the full-time services of a supervisor, but until such time as each one is able to secure full-time services, each one should have at least half-time services. And in no instance should the teacher-supervisor ratio exceed 12:1.

The supervisor of instruction for the deaf and severely hard of hearing should have had at least three years of successful teaching experience in a well-classified and well-organized program for the deaf and severely hard of hearing and should hold a California credential that authorizes him to provide the services. And the

supervisor should keep currently informed regarding developments in the field of education that can be employed to advantage in teaching the deaf and severely hard of hearing.

Instructional Aides

Instructional aides should be provided in preschool and elementary programs for the deaf and severely hard of hearing if their services can be employed to advantage. However, the district should provide a basic instructional aide training course for the aides.

Ancillary Services

Ancillary services should be employed in a standard elementary program for deaf and severely hard-of-hearing minors as they are needed. And the schools should be informed regarding the services that are provided by private, government, and community sources for deaf and severely hard-of-hearing children and for the children's parents. Such services and the qualifications of professional personnel authorized to provide the services are listed in Appendix B.

Method of Communication

The method of communication employed to provide instruction in any phase of the program for the deaf and severely hard of hearing should be one that members of the instructional staff recommend and are qualified to use and that has been approved by the governing board of the district.

Curriculum

The course of study for the deaf and severely hard-of-hearing program should parallel the course for the regular program when possible and feasible. And in all instances the course of study should provide a curriculum of sufficient scope and depth that each pupil may have the opportunity he needs to develop to the full extent of his potential.

A curriculum guide should be developed to (1) provide a framework for the development of courses of study that are adapted to the needs of the deaf and severely hard-of-hearing children enrolled in the special program offered for them; and (2) contain model lesson plans that are adaptable for use in various situations and teaching procedures that may be employed to advantage in teaching the deaf and severely hard of hearing. The framework will provide for major emphasis to be placed upon meeting the language needs of deaf and severely hard-of-hearing children.

Physical Facilities

The programs provided for the deaf and severely hard of hearing should be analyzed to determine the physical facilities that are needed for the program to function effectively and efficiently. These facilities should include those required for both indoor and outdoor instruction, ancillary services, and administration. The facilities should be sufficiently flexible to permit changes in the program that are dictated by pupils' needs or new developments in the provision of instruction for the deaf and severely hard of hearing.

Furniture, Equipment, and Supplies

The furniture should be appropriate for use in the program for the deaf and severely hard of hearing and should be movable to permit flexible use of space.

Audiovisual equipment and supplies provided for the regular instruction program should be available for use in the special program for the deaf and severely hard of hearing; and such other equipment as may be employed to advantage should be provided. The latter must include an appropriate educational amplification system.

The books and supplies available in the regular instruction program should also be available in the special program for the deaf and severely hard of hearing; and such other books and supplies as are needed in conducting the required special instruction should be provided.

Special consideration should be given to the following items in classrooms for deaf and severely hard-of-hearing pupils:

- Lighting
- Windows
- Light control
- Power-supply outlets
- Storage space
- Bulletin boards
- Chalkboard space
- Noise control
- Media presentation and storage
- Convenient access to other units of the plant

Guidance and Counseling Services

Guidance and counseling services provided by specialists who hold California credentials authorizing such services should be available to the teachers, the pupils, and the pupils' parents. And in those instances in which the program for the deaf and severely hard of

hearing is offered in a residential school, those services should be available to personnel responsible for the pupils' behavior in activities other than those of the instructional program. The specialists rendering the services should have had special training in rendering such services for the deaf and severely hard of hearing.

Attendance Area

The size of the geographic area served by the program will be determined by the accessibility of the school in which the program for the deaf and severely hard of hearing is maintained and by the transportation facilities that are available for use in transporting children between their homes and the school. No child enrolled in a special day class or school should be required to be on a bus for more than 45 minutes in traveling either from his home to school or from school to his home.

Preschool Services and Enrollment

The services of home teachers who have had special training in the care and education of the infant deaf and severely hard of hearing and who hold California credentials as teachers of the deaf and severely hard of hearing should be provided for three one-hour periods each week for every child with a hearing handicap until such time as he is enrolled in a program for the deaf and severely hard of hearing that is offered by a school district or residential school.

Enrollment in a preschool program for deaf and severely hard of hearing should be mandatory for each deaf or severely hard-of-hearing child who resides in the district and who has reached his third birthday provided, however, that the child has no other handicaps that prevent him from profiting from participating in the program.

Standards for Program Operation

Once a set of minimum standards has been adopted for preschool and elementary school programs for the deaf and severely hard of hearing, every school district and county superintendent of schools maintaining a program should be encouraged to make the programs meet if not exceed the standards within a period of no more than five years. And any district or county superintendent of schools that plans to begin a program for the deaf and severely hard of hearing will be required to offer a program that meets or exceeds the standards.

State Residential School Programs

The state residential schools should maintain programs that are available to all deaf and severely hard-of-hearing children who are at

least five years of age and who reside in school districts that do not maintain programs for the deaf and severely hard of hearing and are unable to contract with other districts for the necessary services.

Cooperative Working Relationships

The state residential schools, the school districts, and the county superintendents of schools that are maintaining programs for deaf and severely hard of hearing should maintain the working relationships that are needed to keep all of the programs functioning effectively and efficiently as units of a total program.

SECTION - 3

Minimum Essentials for High School Programs

Instructional programs of two types for the deaf and severely hard of hearing may be offered to junior high school and senior high school students – special day school or special day class programs and integrated programs.

Special Day School or Day Class Programs

A staff of at least six teachers is required to maintain a special day school or special day class junior high school and senior high school program for the deaf and severely hard of hearing that is of the scope and depth required to parallel the basic regular school program. A staff of 12 teachers is needed at these levels if all phases of the regular school program are to be paralleled.

Integrated Programs

An integrated program for deaf and hard of hearing may be maintained by a junior high school, a senior high school, or a four-year high school that has at least five students who qualify for the program. One teacher who is qualified by training and experience and who holds the required California credential should be employed to provide for the students the special instruction and other help they need. A maximum load for the teacher is considered to be eight students.

Relationship of the Instructional Programs

The types of instruction that may be provided at the high school level for deaf and severely hard of hearing are not exclusive but may with proper organization and structure be provided at the same time on the same school site utilizing staff, physical facilities, and equipment common to the total program as they are needed.

Teacher Qualifications

Each teacher of the deaf and severely hard of hearing should have had specialized training in an approved training center for the preparation of teachers of the deaf and severely hard of hearing and

should hold a California teaching credential that authorizes him to provide the required instruction.

Supervision

Every standard program for the deaf and severely hard of hearing should have the full-time services of a supervisor, but until such time as each one is able to secure full-time services, each one should have at least half-time services. And in no instance should the teacher-supervisor ratio exceed 12:1.

The supervisor of instruction for deaf and severely hard-of-hearing children should have had at least three years of successful teaching experience in a well-classified and well-organized program for the deaf and severely hard of hearing and should hold a California credential that authorizes him to provide the services. And the supervisor should keep currently informed regarding developments in the field of education that can be employed to advantage in teaching the deaf and severely hard of hearing.

Ancillary Services

Ancillary services should be employed in a standard high school program for deaf and severely hard-of-hearing minors as they are needed. And the staff responsible for the program should be informed regarding the services that are provided by private, government, and community agencies for deaf and severely hard-of-hearing students and for the students' parents. See Appendix B for a list of the services that contains a statement of the qualifications of professional personnel authorized to provide each type of service.

Method of Communication

The method of communication employed to provide instruction in any phase of the program for the deaf and severely hard of hearing should be one that members of the instructional staff recommend and are qualified to use and that has been approved by the governing board of the district.

Curriculum

The curriculum for deaf and severely hard-of-hearing high school students should be parallel to and integrated with the regular curriculum. In no instance should a deaf or hard-of-hearing student be denied the opportunity he needs to develop his special abilities or to pursue interests which are worthwhile.

A curriculum guide should be developed to (1) provide a framework for the development of courses of study that are adapted to the needs of the deaf and severely hard-of-hearing children

enrolled in the special program offered for them; and (2) contain model lesson plans that are adaptable for use in various situations and teaching procedures that may be employed to advantage in teaching the deaf and severely hard of hearing. The framework will provide for major emphasis to be placed upon meeting the language needs of deaf and severely hard-of-hearing children.

Physical Facilities

The secondary special day school or special day class programs provided for the deaf and severely hard of hearing should be analyzed to determine the facilities that are needed for the program to function effectively and efficiently. The facilities should include those required for both indoor and outdoor instruction, ancillary services, and administration. And the facilities should be sufficiently flexible to permit changes in the program that are dictated by students' needs or new developments in the provision of instruction for the deaf and severely hard of hearing.

The facilities for an integrated program of instruction should provide for each teacher an appropriately furnished and equipped teaching station.

Counseling and Other Supporting Services

Services provided by guidance counselors, vocational counselors, psychologists, audiologists, adjustment teachers, speech correctionists, educational media specialists, and librarians should be made available to teachers and students as these services are needed and to the extent they are needed.

Guidance counselors, vocational counselors, audiologists, and psychologists, in addition to possessing the special skills and knowledge necessary for their respective professional fields, should be able to communicate with deaf and severely hard-of-hearing students.

Attendance Area

The size of the geographic area served by the program will be determined by the accessibility of the school in which the program for the deaf and severely hard of hearing is maintained and by the transportation facilities that are available for use in transporting children between their homes and the school. No student enrolled in a special day class or school should be required to be on a bus for more than 60 minutes in traveling either from his home to school or from school to his home.

Extracurricular Activities

The extracurricular program for deaf and severely hard-of-hearing students should provide opportunity for all students to participate. Under no circumstances should a student be excluded from any extracurricular activity because of his hearing impairment. Provisions should be made whenever necessary for flexible scheduling of transportation to enable deaf and severely hard-of-hearing students to participate in extracurricular activities.

SECTION - 4

Assignment of Pupils to Regular Classes

California schools conduct special education programs for the deaf and severely hard of hearing that provide opportunity for the pupils to become sufficiently proficient in speech reading and oral expression to participate in regular class instruction and activities successfully. And those deaf and severely hard of hearing who appear to acquire this degree of proficiency are assigned to regular classes. However, their assignments are at first limited in scope and provisional. And the assignments are not even made on this basis unless all forces bearing upon the pupils' success in the regular class or classes are favorable – the pupil's readiness, eagerness of the pupil's parents to share in the responsibilities that accompany the assignment, the willingness and preparation of the pupils in the regular class to accept the deaf or severely hard-of-hearing pupil as a member of their class, and the preparation and ability of the teacher of the regular class to help the deaf or severely hard-of-hearing pupil to meet the additional problems he will encounter in the regular class.

The elementary school phase of the special education programs for the deaf and severely hard of hearing is generally conducted in facilities that are located in the plant of a regular elementary school. The stage is thus set (1) for the pupils in the special program to be associated with hearing pupils early in their school careers and through their associations to be helped to develop important social status and self-confidence; and (2) for the deaf and severely hard-of-hearing pupils who evidence the ability to profit from regular class instruction to be assigned at first to a regular class for a small part of the school day, the assignment to be extended as the pupil becomes increasingly capable of functioning successfully in the regular class or culminated if the pupil is unable to do the required work. The special teacher of the deaf and severely hard of hearing helps the teacher of the regular class to understand the problems created by the pupil's hearing handicap and provides the pupil with the special help he needs to perfect his ability to communicate effectively and to become increasingly capable of functioning in the regular class successfully.

The junior high school and senior high school phase of the special education programs for the deaf and severely hard of hearing is generally conducted in facilities that are located in the plants of the regular junior high schools and senior high schools. This phase of the program builds upon the elementary school program, encourages participation of the deaf and severely hard-of-hearing students in regular classes, and provides for the deaf and severely hard-of-hearing students to have new and worthwhile educational experiences in both academic and vocational areas. Generally, the students are assigned to regular classes in the junior high school and senior high school where the special education program is maintained; however, certain of the students may be assigned to regular classes in other junior high schools and senior high schools.

Assignment of Pupils to Regular Classes: Decision and Procedures

The assignment of a deaf or severely hard-of-hearing pupil to a regular class is an administrative decision, one that must be based on information regarding the pupil's preparedness for the assignment that is provided by a committee composed of the school principal, the pupil's special teacher, the regular class teacher, the school psychologist, and school counselor. And if the pupil has a health problem, the advice of the school physician or school nurse is sought and reported by the committee.

Immediately after the decision to assign the pupil to a regular class is made, even though the assignment is very limited, all persons affected by the decision are notified regarding the assignment – the special class teacher, the regular class teacher, and the pupil's parents. Each one is informed regarding the basis upon which the assignment was made; the demands that will be made of the pupil, especially in homework; and considerations that merit special attention because of the effect they may have on the assignment being continued, expanded, or otherwise changed.

Criteria for Assignments to Regular Classes

The following criteria should be considered in determining whether a deaf or severely hard-of-hearing pupil should be assigned to a regular class for instruction:

- The pupil uses the receptive and expressive skills of communication – speech reading, speech, language, reading, and writing – sufficiently well to function in the regular class program successfully.
- The pupil's social and emotional maturity levels are at or above the average of the pupils in the regular class.

- The pupil directs his attention to the assigned work and follows the directions he is given for doing the work.
- The regular class enrollment is small enough so that the teacher will have an opportunity to devote some of his time to helping the deaf or severely hard-of-hearing pupil solve his problems.
- The deaf or severely hard-of-hearing pupil will be seated in the regular classroom so that he has a good view of the teacher's face when instruction is being given and of the pupils' faces when they are speaking. Sound amplification will be provided if the pupil can profit from its use.
- The parents and other members of his family are interested in having the deaf or severely hard-of-hearing pupil assigned to a regular class, will help him with his home assignments, and will help him to develop solutions to problems he encounters in adjusting to the regular class environment.
- The pupil's confidence in his ability to function successfully in the regular class and his determination to do so are sufficiently great.
- The pupil is willing and reasonably eager to be assigned to a regular class or regular classes for instruction.
- The pupil's ability to learn, as indicated by his test scores, is average or above the average of the pupils in the regular class.
- The pupil's chronological age is within two years of the average age of the pupils in the regular class.
- The pupils in the regular class will accept the deaf or severely hard-of-hearing pupil as a member of the class and will give him the same consideration they expect and give each other.
- The teacher of the regular class is informed regarding the problems faced by a pupil as a result of his lack or severe loss of hearing and is willing and prepared to employ instructional practices and procedures that should be most helpful to the pupil.

Other Considerations

- The school in which special classes are maintained should be large enough to provide adequate opportunities for the deaf and severely hard of hearing to be assigned to regular classes for instruction in any desired subject, and there should be a sufficient number of classes so that no more than two deaf or severely hard-of-hearing pupils will be assigned to a class.
- Special classes for the deaf or severely hard of hearing should not be moved for any purpose other than to secure improved

facilities – never merely to provide space needed to accommodate increases in the regular enrollment.

- The enrollment of regular classes to which deaf or severely hard-of-hearing pupils are assigned should be smaller than that of the other regular classes. It is estimated that one deaf pupil adds the equivalent of three hearing pupils to the class roll in terms of demands on teacher time.
- The principal of the school and the teachers of the regular classes in the school to which deaf and severely hard-of-hearing pupils will be assigned should be interested in the education of the pupils, aware of the pupils' problems that are caused by their loss or hearing, and willing to do the additional work required to accommodate the pupils in the regular classes.
- An inservice education program should be operated regularly that is designed to help all members of the regular staff of a school in which deaf and severely hard-of-hearing pupils are assigned to regular classes understand the pupil's problems and be prepared to work successfully with the pupils.
- Time during each school day should be provided for the special teacher of the deaf and severely hard of hearing and the teacher of the regular class to which pupils are assigned to discuss the pupil's progress, problems, needs, and the like.
- Participation in parent education classes and regular visitations to the school should be encouraged. The visitations should be followed by parent-teacher conferences.
- Regional diagnostic services should be available to school districts that maintain educational programs for deaf and severely hard-of-hearing pupils.
- Standard-size classrooms that are properly lighted and that have suitable work areas and adequate storate space are essential.
- Test data and the results of teacher evaluations should be included in a pupil's record. This information should be made available to those responsible for each new program the pupil moves into.
- Personal qualities that should be considered in selecting regular class teachers to whom deaf or severely hard-of-hearing pupils will be assigned are empathy, flexibility, imagination, and a willingness to make the adjustments in the classroom environment and instructional procedures required to meet the needs of the deaf or severely hard-of-hearing pupils, such as facing them when speaking, enunciating clearly, writing instructions,

and arranging for the members of the class to help the deaf or severely hard-of-hearing pupil when feasible.

- The teacher of the regular class must be willing and prepared to provide learning opportunities in which the deaf or severely hard-of-hearing pupils can participate successfully and profitably.
- The teacher of the regular class must be willing and able to accept the deaf and severely hard-of-hearing pupil as a person with problems that he may need help to solve, just as any pupil may have problems that he must have help to solve.

Supporting Services

- The services of a certificated supervisor or coordinator who has had training and experience in educating deaf and severely hard-of-hearing pupils should be provided full time.
- A well-planned inservice training program should be provided for teachers of regular classes in which deaf and severely hard-of-hearing pupils are enrolled. This program should be devoted to special classroom procedures that may be employed to advantage with the deaf and severely hard-of-hearing pupils and provide opportunity for the procedures to be presented, discussed, and demonstrated.
- The special teacher of the deaf and severely hard of hearing should be available to help the pupils in this group with language development, speech and speech reading, and special problems that he encounters in doing the regular class assignments.
- A hearing pupil is assigned to help the deaf or severely hard-of-hearing pupil work successfully in the regular class, function as a member of the group, and otherwise be successful in both school and social activities. The hearing pupil carries out the assignment as a buddy, not as a director.
- Notetakers and student aides are provided for deaf and severely hard-of-hearing pupils assigned to regular high school classes.
- Medical, audiological, psychological, social, and educational counseling services are provided as they are needed by the deaf or severely hard-of-hearing pupils or the pupil's parents.

Criteria for Evaluating Pupil's Progress in Regular Class

- The pupil's progress should be evaluated by the committee that recommended his assignment to the regular class.

- The pupil's progress should be evaluated at regular intervals.
- The evaluations should be based on the results of each of the following items:
  1. The results of subject-matter standardized achievement tests and teacher-made tests
  2. The results of teacher observations of the pupil's performance in regular class, data recorded in the pupil's anecdotal record, and the pupil's performance in school activities other than those of the regular classroom
  3. The results of observations of a pupil's performance that are reported by the supervisor of instruction and the special teacher of the deaf and severely hard of hearing
  4. The information collected regarding the pupil's performance in the regular class as well as his attitude regarding his assignment, through discussions and conferences between the committee that assigned the pupil to the regular class, the teacher of the regular class, the special teacher of the deaf and severely hard-of-hearing pupils, the parents of the pupils, and the pupils
  5. The information reported by the pupil's parents orally or in writing regarding the results of their observation of the pupil's behavior that indicate the success with which he is performing in the regular class

Criteria for Culminating Pupil's Assignment to Regular Class

- The pupil is not able to profit from instruction given in the regular class to the extent thought to be possible and is therefore not making academic progress commensurate with his potential.
- The pupil has not been able to function in the regular class academically at the same level required by the regular members of the class.
- The pupil's behavior in the regular classroom is not in conformity with regular classroom procedures and is harmful to the total class environment.
- The pupil's attention span, ability to follow directions, and ability to complete class assignments are not at the level required for successful participation in the regular class program.

- The environment of the regular classroom is not conducive to the deaf or severely hard-of-hearing pupil's success in doing the required work, and a different environment must be provided in another classroom if the pupil is to work successfully in a regular class.

SECTION - 5
Program of Evaluation

The school record maintained for each deaf and severely hard-of-hearing pupil should contain the results of examinations, tests, or other means that are employed to determine his (1) intellectual ability; (2) educational achievement; (3) social maturity and adjustment; (4) health; (5) audiological functioning; (6) perceptual ability and development; (7) specialized communication skills; (8) vocational aptitudes and interests; and (9) physical fitness.

Evaluation Schedule

A recommended schedule for making the necessary evaluations and procedures for reporting the results of the evaluations are presented in the following divisions of this section.

Intellectual Ability

A record of intellectual ability as evidenced by the pupil's performance at home and in the school should be maintained. This record should be kept up to date throughout the pupil's school life.

When the pupil has reached a level of maturity at which his intelligence might be measured by a standardized intelligence test, measurement should be made and the results recorded on the pupil's record. From this time on, intelligence tests should be administered at five-year intervals, or oftener, if necessary.

Educational Achievement

The pupil's educational achievement as evidenced by his scores on standardized achievement tests administered annually should be recorded on the pupil's record. The name of the test and the date it was administered should be given as well. His educational achievement as evidenced by the marks given by his teachers should also be included in the pupil's school record.

Social Maturity and Adjustment

The results of observations made to determine the pupil's social maturity and adjustment and the basis on which the observations are

made, such as structural, casual, and anecdotal, should be reported on the pupil's record.

Health

A complete health examination should be administered before the pupil is first enrolled in the special education program. The results of each health examination that the child has should be reported in his school record along with the name of the person who made each examination and the date the examination was made.

Audiological Functioning

The results of pure tone tests and speech audiometry should be reported on the pupil's school record along with the name of the person who administered the test and the date the test was administered. Such tests should be administered at prescribed intervals – every two years with pupils between three and eleven years of age; once while the pupils are in junior high school; once while they are in senior high school; and more often if a need is indicated unless otherwise recommended by an otologist or audiologist.

Note: The recommendations by the audiologist regarding the reevaluation of the pupil's hearing aid should be followed.

Perceptual Ability and Development

Tests of perceptual ability should be administered upon a pupil's admission to the special class program and thereafter as needed. The results of each test should be recorded on the pupil's school record together with the name of the person who administered the test and the date the test was administered.

Specialized Communication Skills

Tests to evaluate the development of the pupil's communication skills should be administered annually. The results of each test should be recorded in the pupil's school record together with the name of the person who administered the test and the date the test was administered.

Vocational Aptitude and Interest

Tests to evaluate vocational aptitude and interest should be administered immediately before or after a pupil is enrolled in the high school program. The results of the tests should be recorded on the pupil's school record together with the name of the person who administered the tests and the date the tests were administered.

Physical Fitness

The pupil's physical fitness should be measured by administering the Physical Performance Test for California according to the recommendations of the test makers and at the recommended intervals. The test results should be recorded on the pupil's record together with the name of the person who administered the test and the date the test was administered.

Suggestions for Statewide Testing and Evaluation

Provisions should be made to study the types of evaluation instruments that might be employed statewide to secure comparable results and to provide a basis for establishing the norms that are needed. This study, which might be made by a statewide committee of specialists in teaching and evaluation, would involve (1) analyzing evaluation instruments that are available for testing to determine which ones may be used with deaf and severely hard-of-hearing pupils; and (2) recommending procedures for administering the instruments with deaf and severely hard-of-hearing pupils so that uniform results might be obtained.

The results obtained from the use of each of the tests with deaf and severely hard-of-hearing pupils should be used to establish norms for the tests that apply for pupils who are deaf or severely hard of hearing. These norms should be employed by all California schools that maintain programs for the deaf and severely hard of hearing in evaluating the pupils' abilities and educational progress. Study should be devoted to developing new, specialized instruments.

Appendix C contains a list of testing instruments that the statewide committee might include in its study; however, the committee should not restrict its study to this list. Instead, it should make every effort to make certain that full consideration is given to each instrument that might be used to good advantage with deaf and severely hard-of-hearing pupils.

SECTION - 6

Industrial Arts and Vocational-Technical Courses

Deaf and severely hard-of-hearing pupils should have the same opportunities as hearing pupils to take courses in industrial arts as well as prevocational and vocational-technical courses.

Introduction of Industrial Arts

Industrial arts should be taught as an integral part of the curriculum for the deaf and severely hard of hearing and should be introduced early in the elementary school program and continued throughout the grades. However, the emphasis on this phase of the educational program for the deaf and severely hard of hearing should not detract from the emphasis given the other phases of the program – language, mathematics, social sciences, physical sciences – to a point where the pupil's achievement in any subject is adversely affected. In the seventh and eighth grades, a major effort should be made to help each pupil attain the level of proficiency in the basic subjects he needs to work successfully in high school.

Introduction of Prevocational and Vocational-Technical Training

Prevocational and vocational-technical education should be introduced in grade ten of the high school program for all students and should be made available to the deaf and severely hard-of-hearing students when they will be most likely to profit from the instruction, perhaps not until they are above the student age level for grade ten.

Prevocational training should be provided for all deaf and severely hard-of-hearing students of high school age. Vocational-technical training should be available to all deaf and severely hard-of-hearing students of high school age but should not necessarily be required of those students pursuing the college preparatory program.

Vocational-technical training should be available to all those deaf and severely hard-of-hearing students whose interests, test results, and prevocational program performance indicate a vocational future for the student. Ideally, all subjects should be related to the vocational-technical aspects of the program.

Elements of Optimum Industrial Arts and Vocational Programs

Shop Subjects

Industrial arts and prevocational subjects should include but should not be limited to such subjects as arts and crafts, general industrial arts (general shop), homemaking, general art, mechanical drafting, and such job-family shop subjects as fit best into a given community's industrial pattern. Unit shops in specific job families – cabinetmaking, letterpress printing, offset printing, electronics, power sewing, spotting and pressing, and many others in which deaf or severely hard-of-hearing workers can find employment – should be included in the vocational program.

Vocational-technical programs can logically use a certain amount of production work to give pupils work-type experiences under the guidance of a trained teacher. However, controls will need to be built into the program to ensure that the production of goods and services for the school is not in excess of the production required for good educational job training.

Work Experience

"On- or off-campus" work experience for deaf and severely hard-of-hearing students in grades nine through eleven should be provided. This work experience should be in the same job family or families as those which the student is following in his shop subjects; but when this kind of experience is not possible, job training in any area that will help the student develop good work habits and desirable working relationships with others will be invaluable to him.

On-the-job Experience

"Off-campus" occupational community job placement for deaf and severely hard-of-hearing students in grades eleven and twelve is highly desirable. Development of off-campus on-the-job experiences must be encouraged.

Staff Qualifications

Teachers of industrial arts and prevocational and vocational-technical education courses must hold valid credentials issued by the State of California which authorize them to provide the required instruction. It is essential that each teacher so credentialed shall keep abreast of changes in his subject field.

Supervising teachers in vocational departments shall hold valid credentials as vocational teachers and valid supervisory credentials issued by the State of California.

Provision for College-bound Students

Prevocational training is recommended for all deaf and severely hard-of-hearing students, including those who are college bound. The advanced vocational courses are recommended for the students who plan to continue their educations in trade or technical schools. Both on-campus and off-campus work experiences are also provided for deaf and severely hard-of-hearing students when possible and feasible.

Adequate Vocational-Technical Program

An adequate vocational-technical program for the deaf and severely hard-of-hearing students may be provided when there are at least four classes of such students. A full-time support teacher who is familiar with the education of the deaf and with vocational-technical training may then be employed to act as a liaison resource teacher and to develop work-experience programs.

When the assignment of a full-time liaison person is not practical, a trained teacher or interpreter of the deaf should be used as a liaison in cases of special instructional problems that cannot be solved in the normal relationship between the regular shop teacher and the deaf or severely hard-of-hearing student. This person could also be used to interpret lectures.

Provisions should be made for special sessions of the deaf and severely hard-of-hearing students with a teacher of the deaf and severely hard of hearing. In these sessions the teacher can take whatever time is needed for explanation, simplification, and reiteration of the vocational-technical program and assignments for the student's benefit.

Responsibility of State Residential Schools for Industrial Arts and Vocational-Technical Instruction

State residential schools should provide industrial arts education as well as prevocational and vocational education. And in providing this instruction, the schools conduct (1) pilot programs in each subject field that are designed to provide opportunities for pupils to explore new vocations that they might pursue successfully; and (2) studies of evaluation instruments and practices that might be used in the special programs conducted by the public schools for the deaf and severely hard of hearing.

The residential schools should also provide for the deaf and severely hard-of-hearing students evaluation services that will help the students identify and know their vocational potentials. These services could be provided by either a traveling evaluation unit or by student visitation to a state residential school.

Additional Needs for Facilities and Programs

Vocation training should be offered for the deaf and severely hard of hearing in those trades for which the school facilities are appropriate.

Post-high school evening vocational classes for the deaf and severely hard of hearing should be encouraged – with appropriate supporting personnel. Junior colleges should be encouraged to provide deaf and severely hard-of-hearing students with vocational training. Trade and technical schools should be encouraged to accept and train deaf and severely hard-of-hearing students. These schools have the necessary programs and would need only to add trained teachers of the deaf and severely hard of hearing to their staffs to make the integration of such students into their regular classes successful.

A West Coast regional vocational-technical facility should be established in connection with an existing vocational-technical training facility.

Role of California State Department of Rehabilitation

Those responsible for each program of vocational-technical education for the deaf, regardless of whether it is maintained in day classes conducted by the public schools or by residential schools, should have a close working relationship with the State Department of Rehabilitation – one furthered through cooperative agreements.

Vocational rehabilitation counselors from the State Department of Rehabilitation should be involved in vocational planning with deaf and severely hard-of-hearing students at the time the students enter junior high school. The vocational rehabilitation counselors should work with school personnel in developing a feasible vocational plan with each deaf or severely hard-of-hearing student. They should help in planning to utilize the best possible training facility for vocational training, which should include both occupational training and the necessary related instruction.

A complete vocational rehabilitation evaluation should be provided for each deaf or severely hard-of-hearing student when he has nearly completed the assigned program or is completing the junior high school program. Procedures should be set up for uniform testing.

The State Department of Rehabilitation should conduct continuing surveys of the state to identify current employment opportunities suitable for the deaf and severely hard of hearing. Such surveys would serve to provide the Department with valuable information that could be used to advantage (1) in planning its training program; and (2) in helping schools and programs for the deaf and severely

hard of hearing to plan vocational shop offerings so that they are aimed toward the most appropriate employment opportunities.

Need for West Coast Vocational-Technical Facility for Post-High School Students

A West Coast vocational-technical facility for the deaf and severely hard of hearing at a post-high school level is deemed essential to the success of the vocational-technical training of students so handicapped. Such a facility must be located in a metropolitan area with sufficient industrial activity to provide good on-the-job opportunities in the various types of industry covered by the facility's program. This facility – or school – should provide both vocational and technical training to meet the needs of all hearing-handicapped people.

The program of studies in a West Coast vocational-technical facility for the deaf and severely hard of hearing at the post-high school level should be broad. It should cover the various shop areas in which deaf and severely hard-of-hearing students can be feasibly employed, and it should provide these students with the knowledge and skills that will make them employable in the existing labor market. The program should also cover technical levels of skills and knowledge; it should possibly lead to an Associate in Arts degree in selected vocational areas; it should meet the needs of students who have the ability to go on to higher levels of learning and skill advancement. The program should be flexible enough to meet the individual needs of all students. It should be so designed that it can provide, when necessary, for the needs of students who are beyond the age of twenty-one.

SECTION - 7
Programs for Pupils with Additional Handicaps

The state should assume full responsibility for providing school districts, county superintendents of schools, and state residential schools the funds needed for the facilities, equipment, and services required to conduct educational programs designed to meet both the regular needs and special needs of multihandicapped deaf and severely hard-of-hearing pupils.

Establishment and Location of Programs

The location at which an educational program is to be established should be determined by the number of multihandicapped deaf and severely hard-of-hearing children and youth to be served, by the locations of their homes in the area, and by the most suitable arrangement that can be made for transporting the pupils between home and school. In some situations the program may serve pupils who reside in a relatively small geographic area; in other situations, pupils who reside in a large area. In every instance the provisions made should permit the deaf and severely hard-of-hearing pupils to live at home, where they have the security provided by their parents and are free from pressures involved in group living. However, if a pupil's home does not provide these advantages, other arrangements should be considered.

Classes for multihandicapped deaf and severely hard-of-hearing pupils should be located where appropriate ancillary services will be available when they are needed. Good lines of communication between the regular program and the programs for the deaf and severely hard of hearing should be established to facilitate the movement of pupils between programs.

Provisions for Readiness for School

The parents of each multihandicapped deaf or severely hard-of-hearing child who is under the mandatory school age for such minors should be contacted at regular intervals by a visiting teacher of the deaf and severely hard of hearing and other personnel when appropriate. These specialists should confer with the parents regard-

ing ways in which they can best provide for their child the training and opportunities to have the type and quality of experiences he needs to develop readiness for school. The special teacher should also help the parents as necessary to secure their cooperation and help.

Any pupil who has multiple handicaps that include deafness or severe loss of hearing and who cannot adjust to the school setting or cannot profit satisfactorily from the instruction given in the classroom should be provided with home instruction.

Classification of Multihandicapped Minors

Deaf and severely hard-of-hearing pupils frequently have other handicaps of various kinds; in fact, these other handicaps are so varied that it would probably be futile to categorize these pupils according to their multiple handicaps.

Instructional Design

The maximum class size for pupils whose multiple handicaps include deafness or severe loss of hearing should not be in excess of five pupils, and the pupils in classes of this size should be of proper age and ability to profit from studying and working together.

The educational programs provided for pupils whose multiple handicaps include deafness or severe loss of hearing should be so designed that both content and instruction may be adapted as necessary to meet the needs of each pupil. Great care should be taken that program adaptation be based upon full consideration of the pupil's physical disability, emotional stability, and intellectual ability.

Teachers of multihandicapped deaf children should be encouraged to use all methods of instruction which may help the child achieve his maximum potential academically and socially. And in meeting this requirement, the teacher should have the services of an instructional aide as needed.

Physical and occupational therapy should be made available to every pupil for whom such therapy may lessen the force of his handicaps or help in eliminating one or more of them.

Consultant services should be available to the teacher as they are needed.

Provisions for Diagnosis and Evaluation

Regional diagnostic centers should be established at strategic points throughout the state. The staff of each of these centers should include specialists who, in addition to being prepared to diagnose the extent of a pupil's handicaps, are qualified to recommend the type of educational program that should be provided for him.

Facilities, Equipment, and Supplies

The facilities provided for conducting the educational program for multihandicapped pupils whose handicaps include deafness or severe loss of hearing should be adequate and should be appropriately planned to permit all instruction, activities, and services to be conducted so that the educational program is fully implemented.

The equipment provided for conducting the educational program should be appropriate for its intended uses and sufficient to meet all needs as they arise.

The supplies provided should be selected so that all instruction and all learning opportunities can be fully effected.

Teacher Qualifications

Teachers of multihandicapped pupils whose handicaps include deafness or severe loss of hearing should hold the required credentials for such employment. In addition to holding credentials as teachers of the deaf and severely hard of hearing, they should have had training in handling problems created by handicaps other than deafness or severe loss of hearing. And the teachers should have had at least two years of experience teaching the deaf or severely hard of hearing before they are assigned to teach classes of deaf and severely hard-of-hearing pupils who have other handicaps.

Interagency Cooperation

A sound, cooperative working relationship should be maintained between the school district operating a special program for deaf and severely hard-of-hearing students and the State Department of Rehabilitation. This relationship should be maintained expressly to ensure that Department of Rehabilitation services will be made available to any pupil whenever it is apparent that the pupil cannot profit fully from participation in the special education program offered by the school district and that the school district cannot otherwise meet the pupil's needs.

The services of governmental and community service agencies within the area in which an educational program for deaf and severely hard-of-hearing pupils with additional handicaps is being conducted should be identified and utilized whenever they will prove beneficial in helping a pupil, his parents, or the school staff to find ways in which the pupil can make full use of his potential.

The services of physicians, nurses, physical therapists, guidance specialists, and other specialized personnel often prove valuable in conducting the educational program. Such services should be sought and utilized as needed to provide for each pupil the opportunity he should have in order to profit from the program to the extent that his potential permits.

SECTION - 8

Admission, Transfer, and Dismissal Policies and Procedures

The following information should be sought and recorded on each pupil's school record at the time he is enrolled:

- The pupil's name, birth date, and home address
- The name, occupation, address, and marital status of the pupil's parents (or pertinent guardianship information where such is indicated)
- The names and birth dates of siblings in the pupil's family
- The name, age, and relationship to the pupil of any person other than a member of the family who is living in the pupil's home
- The name of each member of the family, other than the pupil, who has a hearing loss
- The name of the family physician and the address of his office
- The name and address of each school the pupil has previously attended and the dates of his attendance
- The names and addresses of agencies that have provided or are providing services for the pupil

Educational Appraisal and Placement Information

Information of the types enumerated in the following list should be obtained and recorded on the pupil's school record at the earliest possible date:

1. Audiological assessment, including (a) the pure tone test results (air and bone conduction); (b) the speech reception and speech discrimination scores; and (c) the hearing-aid evaluation
2. Otological assessment, including (a) the age of onset; (b) the etiology and type of hearing loss; and (c) the prognosis
3. Medical examination results, including (a) the pertinent history of physical development and any special medical recommendations to schools; (b) the results of visual and motor examinations; (c) a description of each handicap in addition to

deafness or severe loss of hearing that is pertinent to the pupil's placement in school; and (d) the types of immunization received and the dates on which they were received

4. Educational and communicative assessment, including (a) the educational record; (b) the achievement of the pupil in specified areas of the curriculum; (c) the teacher rating of the pupil's ability to do school work (high-average-low); (d) the pupil's communication ability, receptive and expressive (oral and written), including his speech-reading or finger-spelling ability, or both; (e) the areas in which the pupil is most successful and those in which he is least successful; (f) the pupil's use of residual hearing; and (g) the pupil's school attendance record
5. Psychological assessment, including (a) intelligence; (b) visual perception; (c) emotionality and self-concept; and (d) motor-mind coordination
6. Social maturity and adjustment history and assessment, including (a) the acceptance of the pupil by his peers, his teachers, and others; (b) the pupil's attitude towards himself, his teachers, and others; (c) the pupil's attitude toward his own handicap or handicaps; and (d) the pupil's emotional maturity and adjustment
7. Environmental influences affecting the child which are significant for the best educational planning, including (a) economic status; (b) social status; (c) educational status; (d) parental attitudes and observations; and (e) language spoken in the home

Each type of information included in a pupil's school record should be provided by a member of the school staff or other person who is qualified to secure and report the information. In many instances this person must be licensed to do the work required to obtain certain information. For example, physical examinations should be conducted by physicians, and psychological tests must be administered by a psychometrist or psychologist who is authorized to do the testing; in the latter case, the results of the tests should be interpreted by the psychologist.

Responsibility for Admission, Transfer, and Dismissal

An admission, transfer, and dismissal committee should carry the responsibility for reviewing each application for appropriate action.

The standing membership of this committee should include (1) school administrators; (2) teachers of the deaf and severely hard of hearing; (3) psychologists; (4) supervising teachers; (5) residence hall personnel (in a residence school); and (6) counselors.

Advising or consulting members of this committee may include (1) an audiologist; (2) an otologist; (3) a physician (preferably a pediatrician); (4) a school nurse; (5) a speech and hearing specialist; (6) an opthalmologist or optometrist, or both; (7) representatives from special programs for pupils with handicaps other than deafness or severe loss of hearing; (8) a social worker or child welfare and attendance representative, or both; and (9) parents, who should have the opportunity to express their opinions relative to the admission, transfer, or dismissal of their child.

Information Pertinent to Dismissal from a Program

Dismissal from a program should be based on (1) all the information specified for admission or transfer; (2) the evaluation prepared by the special class teacher regarding the pupil's current physical, educational, and emotional status; (3) results of recent otological, audiological, and psychological evaluations of the pupil; (4) evaluation of current home-behavior patterns; and (5) the availability and assessability of alternative educational resources.

Pupil's Record Transfer

The admission, transfer, and dismissal committee for the school in which the pupil is enrolled and the admission, transfer, and dismissal committee for the school in which the pupil is to be enrolled should be involved in making the transfer of a pupil from one special program to another.

A pupil's cumulative record should be sent to a school or program center upon request by a teacher or administrator in accordance with the provisions set forth in the Education Code.

The pupil's cumulative record should include (1) information regarding the textbooks he was using in the school from which he is transferring; (2) units of work in progress and the like; (3) information pertaining to the amount and subject area of integration with regular classes; (4) selected samples of the pupil's original language; (5) annual staffing reports; and (6) up-to-date reports of the pupil's school progress.

The confidential case-study file of the pupil should be sent to a school or program center to which he has been transferred upon the receipt of a written request from the school or program center provided the request is accompanied by a completed "parent release of information" form.

The case-study file of the pupil should include all assessment information obtained when the pupil was admitted to the program and all confidential information pertaining to the pupil's ability, behavior, educational progress, and emotional adjustment.

Pupil Transfer Procedures

When a pupil transfers from one program to another, the district from which he transfers should maintain close communication with the district to which he transfers. The receiving district should provide appropriate orientation to the new environment for both the pupil and his parents.

From a District to a State Program

Pupils may be considered for transfer from a local program to a state program when the program offered by the state will meet the pupil's needs more effectively than the program offered locally or when the pupil's home conditions do not provide an environment conducive to his normal and full development.

From a State to a District Program

Pupils may be considered for transfer from a state program to a district program when (1) the program offered by the district will meet the pupil's needs more effectively than the state program; (2) the parents of a pupil enrolled in a state program move into a district that maintains a program that will effectively meet the needs of the pupil; and (3) the pupil cannot cope with the environment of a state residential school.

Procedures for Appeal of Pupil Placement

An appeals committee should be established to resolve problems that arise regarding a pupil's placement in the education program. This committee should hear appeals made by the parents or guardians of the pupil and by appropriate representatives of school programs. In each case the committee is to resolve the problem to the pupil's advantage.

Meetings of the appeals committee should be called by the Division of Special Education, California State Department of Education. All requests for placement on the agenda should be filed with the Division. Membership of the appeals committee should include (1) an administrator from each program involved; (2) a state consultant in education of the deaf and severely hard of hearing; (3) a psychologist from each program involved; and (4) a state consultant in education for handicaps other than deafness to serve as a consultant to the committee when the child has a major handicap in addition to that of hearing loss.

The appeals committee should meet within 30 days after a written appeal has been submitted. If the appeals committee recommends that the pupil be educated in a given program, that program must enroll the pupil (as soon as placement is available) on a trial basis.

After a trial period the continuance of the pupil in the program may be appealed.

Transition from Elementary to Junior High School or Senior High School Program

Policies should be established that provide for each of the following procedures to be employed to ensure that the transition from the elementary to the junior high school or senior high school program will be smoothly and efficiently made by each student:

- Reevaluation of the pupil's preparation and readiness for junior high school or senior high school by the admission, transfer, and dismissal committee
- Consultation with the pupil's parents by appropriate school personnel
- Consultation with the pupil by appropriate junior high school or senior high school personnel
- Initiation of pupil counseling, both vocational and academic
- Visitation to the junior high school or senior high school by the pupil
- Transfer of the pupil's school record to the receiving junior high school or senior high school

APPENDIX A
Definitions of Terms

Legal Definitions

The following definitions are taken from the California Administrative Code, Title 5, Education, Section 3600:

The deaf: A minor is deaf if he comes within any of the following descriptions:

(1) He has a hearing loss in his better ear that is from 70 decibels in the speech range to inability to distinguish more than two frequencies at the highest measurable level of intensity, with the result that he cannot understand and acquire speech and language through the sense of hearing, even with sound amplification.

(2) He has a hearing loss in his better ear that averages 50 or more decibels in the speech range, and because he has had a sustained loss from babyhood or very early childhood, does not learn language and speech through the unaided ear.

(3) In the combined opinion of a hearing specialist and a qualified educator, he would benefit from the special educational facilities provided for deaf minors.

The severely hard of hearing: A minor is severely hard of hearing if he comes within any of the following descriptions:

(1) He has a hearing loss in his better ear that is from 45 to 70 decibels in the speech range and, as a result, suffers delayed speech and language development to such an extent as to hamper his progress in a regular classroom at a rate commensurate with his intellectual ability.

(2) He has a hearing loss in his better ear that averages more than 30 decibels in the speech range, the loss was sustained in babyhood or early childhood, and it has resulted in delayed speech and language development.

(3) He has a hearing loss in his better ear that averages more than 30 decibels in the speech range, the loss has been diagnosed by a licensed physician and surgeon to be progressive in nature, and the minor, because of delayed speech and hearing development, has need for placement in a special day class or integrated program.

Definitions of Terms Used by Committees

The following definitions are those generally used by the committees that helped to prepare *A Plan for the Improvement of the Education of the Deaf and Severely hard of Hearing in California.* These are working definitions and do not necessarily correspond to current legal or administrative definitions in the Education Code or in the California Administrative Code, Title 5, Education.

Elementary educational services – Educational services provided for deaf and severely hard-of-hearing minors enrolled in kindergarten and grades one through six.

High school educational services – Educational services provided for deaf and severely hard-of-hearing minors enrolled in grades seven through twelve.

Individual instruction – Instruction provided for deaf and severely hard-of-hearing minors on an individual basis in the school or in the home.

Integrated program of instruction – A program in which deaf and severely hard-of-hearing minors participate in regular elementary or public high school

classes and in addition receive the special instruction they need from a credentialed teacher of the deaf.

Multihandicapped – Deaf and severely hard-of-hearing pupils who have additional problems which, in conjunction with the hearing impairment, pose a significant educational problem over and above that caused by the hearing loss alone.

Preschool educational services – Educational services provided for deaf and severely hard-of-hearing minors who have not reached kindergarten age.

Program of educational services – For the purposes of this plan, those special classes and related educational services provided for deaf and severely hard-of-hearing minors by a single district directly or on a contractual basis, by a county superintendent of schools directly or on a contractual basis, or by the state.

Special day classes – Classes for deaf and severely hard-of-hearing minors established within a regular elementary or public high school maintained by a county superintendent of schools or by a district.

Special day schools – A public day school established to enroll only deaf and severely hard-of-hearing minors.

State residential school – A state school established to enroll deaf and severely hard-of-hearing minors that provides for the care and subsistence for pupils but permits pupils to attend on a day basis.

Supervision of instruction – Services provided for classroom teachers of the deaf and severely hard of hearing for the express purpose of securing and maintaining the quality and type of instruction required to attain the objectives of the program. The key services include emphasizing educational objectives, planning the instruction, formulating the instructional design, presenting instructional techniques, assisting in securing facilities and materials for instruction, providing for the evaluation of pupil's progress, and promoting continuing professional growth of teachers.

Supervisor of instruction – A professional person qualified as a teacher of both the deaf and severely hard of hearing to provide the type of instruction that his pupils need and the quality of instruction required to permit each pupil to achieve educationally to the full extent that his potential permits. All other responsibilities of the supervisor of instruction are of secondary importance and must be limited sufficiently to permit the supervisor to meet this primary responsibility expeditiously and freely.

APPENDIX B
Ancillary Services

The types of ancillary services that may be valuable to deaf and severely hard-of-hearing pupils and, in some instances, to the pupil's parents, are listed together with the titles of the appropriate specialists in the left column of the material that follows. The legal requirements that must be met by the specialists who provide the services are listed in the right column. Each of the different services may be provided by a public or private agency in a given geographical area. The schools in each of the areas that maintain special instruction programs for the deaf and severely hard of hearing should keep informed regarding the services in their respective areas and should make use of the services as they are needed by any deaf or severely hard-of-hearing pupil or his parents.

Services and Specialists	*Legal Requirements for Specialists*
Hearing diagnoses – otologist	Must be certified by the American Academy of Opthalmology and Otolaryngology
Hearing evaluations and hearing-aid assessments – audiologist	Must hold a California credential issued by the State Board of Education or other appropriate certifying agency authorizing services as a school audiologist
Neurologic services – neurologist	Must be licensed by the State of California
Opthalmologic services – opthalmologist	Must be licensed by the State of California
Pediatric services – pediatrician	Must be licensed by the State of California
Otologic services – otologist	Must be licensed by the State of California
Speech and hearing services – speech and hearing specialist	Must hold a California credential issued by the State Board of Education authorizing services as a speech and hearing specialist
Psychological services – psychologist	Must hold a California credential issued by the State Board of Education authorizing services as a school psychologist
Social work services – social worker	Must hold a credential issued by the State Board of Education authorizing services as a school social worker, preferably one trained and experienced in counseling and in working with the deaf and severely hard of hearing and their parents
Transportation services	

APPENDIX C
Instruments for Testing and Evaluating

A partial list of the available testing and evaluating instruments that should be considered by the statewide committee in determining the instruments that should be employed with deaf and severely hard-of-hearing pupils is given as follows:

Achievement Tests

American School Achievement Tests
California Achievement Tests
Jastak Wide Range Achievement Test
Metropolitan Reading Test (normed to the deaf)
Peabody Picture Vocabulary Test

Intelligence Tests

Arthur Point Scale of Performance Tests
California Test of Mental Maturity
Columbia Mental Maturity Scale
Davis-Fells Test of General Intelligence (with appropriate revision for deaf and severely hard-of-hearing children)
Goodenough Draw-A-Man Test
Hiskey-Nebraska Test of Learning Aptitude
Illinois Test of Psycholinguistic Ability (I.T.P.A.)
Leiter-International Performance Scale
Ontario Test of Learning
Otis I.Q. Test (first section on verbal intelligence)
Pinter Non-Language Primary Test
Raven Progressive Matrices
Visual-Motor Skills Test (from the Stanford-Binet Intelligence Test)
Wechsler Intelligence Scale for Children – Performance Scale
Wechsler Preschool and Primary Scale of Intelligence – Performance Subtests

Interest Tests

Geist Interest Inventory for Boys (and Men)
Nonverbal Test (intended as a means of stimulating students to think about interests, not as a basis for counseling)
Occupational Interest Inventory Tests
Picture Interest Tests

Personality Tests

California Test of Personality
Gordan Temperament Scale

Social Maturity Evaluation Instrument

Vineland Social Maturity Scale

Visual Perception and Visual-Motor Coordination Tests

Bender Visual-Motor Gestalt Test
Frostig Developmental Test of Visual Perception
Memory for Designs Test
Rutgers Drawing Test
Winterhaven Perceptual Forms

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APPENDIX D
Pertinent Sections of the Education Code and the California Administrative Code

Education Code Sections

Section	*Emphasis*
885.9	County superintendent to coordinate all special education programs (powers and duties)
894	Establishment of programs for the physically handicapped by the county superintendent of schools
895.8	County tax for identification and education of physically handicapped minors
1064.1	Authority for a district to contract with a state college for the education of exceptional minors in laboratory schools
6801	Authority to make special provisions; "physically handicapped minor" defined
6802	Minors considered physically handicapped
6802.1	Programs for physically handicapped minors
6802.2	Maximum class sizes
6803	Promotion of special instruction in public schools and employment of personnel
6805	Residency for furnishing of education
6806	Contracts for education with other districts or county superintendent of schools
6806.1	Regulations to categorize pupils into elementary and secondary grades
6807	Transportation within the district
6808	Transportation outside the district
6809	Minimum age of admission; special provisions for minors three to six years of age
6810	Employment of personnel to care for pupils because of physical handicaps
6811	Establishment of regulations determining eligibility for instruction
6812	Places of instruction; speech and hearing disorders
6812.5	Experimental programs for minors between eighteen months and three years of age
6813	Credit for attendance for classes in hospitals, sanatoriums, and preventoriums
6814	Exemption from instruction upon statement by parent
6816	Authority to prescribe procedures for qualifying and determining allowances
6818	Provision for social and vocational counseling and guidance

Education Code Sections (Continued)

Section	*Emphasis*
6819	Cooperation in placement of physically handicapped individuals
6820	Required credentials for teachers and provisions for substitute teachers
6822	Nursery school-parent institute
6851	Education of pupils in hospitals or sanatoriums: minimum school day
6874.5	Prescription of minimum standards for special education; effect of failure to comply
6875	State scholarships to teachers
6920	Entitlement to free education
6931	Occupational training programs
6942	Reports of minors enrolled and not enrolled in programs
10521	Parent apprisal
10751	Access to written records
11201	Day of attendance and computation of average daily attendance
11823	Authority for testing of hearing
11824	Persons authorized to test hearing
12104	Reports to the county superintendent of schools of severance of attendance of handicapped children
12156	Blind or deaf children
12801	Compulsory education of the deaf
12802	Mandatory reporting by physicians to State Department of Education
13152	Restricted service credential; areas of specialization
13197.15	Services authorized by standard supervision credential
13197.55	Issuance of credential with specialization in librarianship or exceptional children
13390	Inservice training of educational personnel
17305.7	Driver-training instruction for exceptional children
18060	Allowances for transportation to and from special day classes
18062	Allowances to districts for transportation to and from residential schools
18101.5	Authority of State Board of Education to adopt rules and regulations to govern the education of physically handicapped minors
18101.6	Definition of integrated program of instruction
18102	Computation of allowances
18102.10	Report of expenditures and income
19681	School housing aid for exceptional children
19682	"Exceptional children" defined
19683	Factors in determining need for allocations under state school building aid

Education Code Sections (Continued)

Section	*Emphasis*
19683.5	Eligible school districts; application for allocation; repayment schedule
19684	Limitation on amount of repayment
19685	Application for allocation; repayment schedule
19686	Duty to certify attendance of exceptional children; unification of governing board
19687	Annual repayment of allocation from general fund for special tax levy
19688	Tax levy upon failure of board of supervisors to act; payment from general fund
19688.5	Disposal of excess moneys collected by special taxes
19689	Provisions for transfer of funds from county school building aid fund to state school building aid fund
25551	Location and designation of California residential schools for the deaf
25552	Purpose
25553	Administration
25554	Duties of Department of Education
25555	Qualifications of superintendent
25556	Powers and duties of superintendent
25557	Teacher-training courses
25558	Employment of retired teacher as substitute; limitation
25601	Entrance qualifications
25601.1	Computation of amount paid by school districts of residence
25602	Inability to pay expenses
25603	Court action in the event that there are sufficient funds to support the child
25604	Suit for recovery
25605	Expenditures under certificate to be legal charges against the county when not reimbursed
25606	Payment of expenses
25607	Audit, approval, and credit of the claim
25608	Maintenance of pupils
25608.1	Payment of transportation costs to day pupils at residential schools
25609	Payment required of nonresidents
25610	Gallaudet College scholarship
25651	Authority to establish preschool and kindergarten service
25652	Authority to offer courses of instruction for parents
25653	Authority to establish and maintain a testing center
25654	Prohibition of compulsory medical treatment over objection of parents
25655	Insurance for automobile driver-training courses

California Administrative Code, Title 5, Education

Section	*Emphasis*
9(g) (1)	Minimum school day (ages three to six)
9(g) (2)	Minimum school day (above age six)
1050(b) (3)	Exemption from reading testing program in grades one, two, and three
1260	Expense of transporting exceptional children
1320	Definition of certain physically handicapped pupils for purposes of transportation
1471	Definition of emergency schools and classes
1520	Coordination of the educational program (special education) by the county superintendent of schools
1560	County tax for the identification and education of physically handicapped minors by a county superintendent of schools
1635	Credit for work-experience education
2046	Building area required to provide adequate facilities for exceptional children
3120	Payment of tuition to parents (See also Education Code Section 6871.)
3220	General standards for programs
3221	Specific standards for a special day class
3223	Specific standards for home and hospital instruction
3600(a)	Definition of the deaf
3600(b)	Definition of the severely hard of hearing
3610	Program distinction
3610(a)	"Special day class" defined
3620	Special day class size
3630	Instruction of physically handicapped minors in remedial physical education
3680	Deaf and severely hard-of-hearing minors between the ages of eighteen months and three years
3690	Fiscal responsibility based on age of students and grades attended
3691	Pupils educated by a county superintendent of schools
3692	Age of pupils
3698	Occupational training programs for physically handicapped minors
6230	Issuance of standard teaching credential upon partial fulfillment of requirements (minor in special education)
6553	Supervision of special education credential
6570	Restricted credentials – definition
6580	Specialized preparation for the restricted credential
6581	Postponement of requirements for the restricted credential
6632.3(d) (2)	Authorization for substitute service
6701	"Special schools" defined
10070	Work-experience education

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